

MOUNTAIN VIEW ELEMENTARY

6350 Mountain View Rd

Taylors, SC 29687

GRADES K-5 Elementary School

ENROLLMENT 533 Students

PRINCIPAL Tommy Hughes 864-895-0100

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	18	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

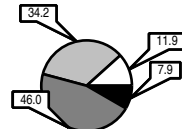
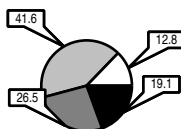
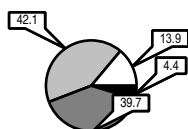
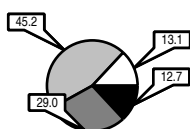
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	266	100.0	13.9	42.1	39.7	4.4	57.9	Yes	Yes
Gender									
Male	132	100.0	16.8	50.4	29.6	3.2	45.6		
Female	134	100.0	11.0	33.9	49.6	5.5	70.1		
Racial/Ethnic Group									
White	257	100.0	14.3	41.8	39.3	4.5	57.8	Yes	Yes
African-American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	208	100.0	8.7	42.3	43.4	5.6	64.8		
Disabled	58	100.0	32.1	41.1	26.8	0.0	33.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	266	100.0	13.9	42.1	39.7	4.4	57.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	266	100.0	13.9	42.1	39.7	4.4	57.9		
Socio-Economic Status									
Subsidized meals	70	100.0	23.0	49.2	23.0	4.9	44.3	Yes	Yes
Full-pay meals	196	100.0	11.0	39.8	45.0	4.2	62.3		

Mathematics - State Performance Objective = 15.5%									
All Students	266	100.0	13.1	45.2	29.0	12.7	58.3	Yes	Yes
Gender									
Male	132	100.0	12.0	48.0	28.8	11.2	57.6		
Female	134	100.0	14.2	42.5	29.1	14.2	59.1		
Racial/Ethnic Group									
White	257	100.0	11.9	45.5	29.5	13.1	59.8	Yes	Yes
African-American	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	208	100.0	9.2	43.9	31.1	15.8	64.8		
Disabled	58	100.0	26.8	50.0	21.4	1.8	35.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	266	100.0	13.1	45.2	29.0	12.7	58.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	266	100.0	13.1	45.2	29.0	12.7	58.3		
Socio-Economic Status									
Subsidized meals	70	100.0	19.7	54.1	21.3	4.9	42.6	Yes	Yes
Full-pay meals	196	100.0	11.0	42.4	31.4	15.2	63.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	77	100.0	17.6	35.1	39.2	8.1	47.3
	Grade 4	100	100.0	9.8	55.4	32.6	2.2	34.8
	Grade 5	80	100.0	15.2	60.8	21.5	2.5	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	100.0	16.2	29.7	48.6	5.4	54.1
	Grade 4	82	100.0	13.9	36.7	43.0	6.3	49.4
	Grade 5	106	100.0	11.7	54.4	31.1	2.9	34.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	77	100.0	5.4	52.7	29.7	12.2	41.9
	Grade 4	100	100.0	7.6	41.3	34.8	16.3	51.1
	Grade 5	80	100.0	6.3	53.2	34.2	6.3	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	78	100.0	16.2	47.3	27.0	9.5	36.5
	Grade 4	82	100.0	11.4	46.8	25.3	16.5	41.8
	Grade 5	106	100.0	11.7	43.7	32.0	12.6	44.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 533)				
First graders who attended full-day kindergarten	100.0%	N/C	96.5%	100.0%
Retention rate	2.6%	Down from 5.1%	1.8%	2.7%
Attendance rate	96.5%	Up from 96.4%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%		2.5%	3.5%
Eligible for gifted and talented	22.3%	Down from 28.7%	26.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Up from 10.1%	6.9%	8.2%
Older than usual for grade	0.4%	Down from 0.8%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 43.8%	54.5%	51.4%
Continuing contract teachers	87.1%	Down from 87.5%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	96.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 85.2%	87.4%	86.7%
Teacher attendance rate	96.5%	Down from 98.6%	95.4%	94.9%
Average teacher salary	\$41,191	Up 5.7%	\$42,383	\$40,760
Prof. development days/teacher	17.3 days	Up from 6.0 days	11.2 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 20.3 to 1	20.6 to 1	18.9 to 1
Prime instructional time	92.1%	Down from 94.4%	91.1%	90.0%
Dollars spent per pupil*	\$5,050	Up 2.7%	\$5,563	\$6,044
Percent of expenditures for teacher salaries*	65.4%	Down from 68.7%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mountain View Elementary, in cooperation with the community, is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm, community-centered school steeped in rich tradition. We have received the Red Carpet Award, which honors schools that provide warm, friendly environments where people not only are welcomed but also are made to feel part of the school family. We are a Flagship School of Promise based on our commitment to provide children with access to the five fundamental resources: ongoing relationships with caring adults, safe places and structured activities, marketable skills through effective education, a healthy start for a healthy future, and opportunities to serve. Mountain View has received the Palmetto Gold Award, which recognizes schools for high levels of student academic achievement and improvement. For two consecutive years, we have been identified as a school that has been recognized by the EOC for "Closing the Gap." The school has received the United Way Award for excellence for participation in the campaign.

Our Professional Development School partnership with North Greenville College continues to grow and strengthen as we support interns, members of our faculty serve on the NGC Advisory Council, and our PDS committee works to commit our mission and goals to a written document. We also offer many opportunities for students to develop leadership skills and to take part in service learning.

Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and study in brain-based learning. Three teachers are currently National Board certified and one was a finalist for the Presidential Award for Excellence in Math and Science Teaching.

We completed the development of the school portfolio. The purpose of the portfolio is to create a clear picture of who we are and how we go about the business of educating children. The portfolio contains information about our school demographics, our current programs, our partnerships with business and community, and test score data. We can use these data to evaluate programs and policies and assess their effectiveness. Using the portfolio, the school received an excellent report from the SACS visit in March 2004.

We are in the first year of a long-awaited new facility. Plans are in place to increase both student and teacher proficiency in technology with acquisition of a new computer lab and training sessions. We will have involved all faculty members in creating a unified writing program through a specifically tailored graduate course offered on-site.

Tommy Hughes, Principal Mr. & Mrs. Jon Craig, SIC Committee Chairpersons

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	104	66
Percent satisfied with learning environment	100.0%	96.1%	89.2%
Percent satisfied with social and physical environment	100.0%	94.2%	97.0%
Percent satisfied with home-school relations	96.0%	94.2%	87.7%

*Only students at the highest elementary school grade level at this school and their parents were included.